



**City of Seattle
Human Services Department
Coordination of Parenting and Case Management Services with Behavioral Health and
Childcare/Afterschool/School Services for Homeless Families with Young Children Living in
Transitional Housing
2012 Request for Qualifications**

APPLICATION INSTRUCTIONS AND MATERIALS

This *Application Instructions and Materials Packet* contains information and material for agencies responding to the 2012 Coordination of Parenting and Case Management Services with Behavioral Health and Childcare/ Afterschool/School Services for Homeless Families with Young Children Living in Transitional Request for Qualifications (RFQ) Guidelines. The RFQ Guidelines is a separate document that outlines the RFQ submission and award process and provides more details on the service and funding requirements.

I. SUBMISSION INSTRUCTION & DEADLINE

Completed proposal packets are due by 5:00 p.m. on Thursday, August 23, 2012.

Proposal packets must be received in person, by mail, or electronic submission. No faxed or e-mailed proposals will be accepted. Proposals must be received and date/time stamped by the 5 p.m. deadline. *Late or incomplete proposals will not be accepted or reviewed for funding consideration.*

- Electronic Submittal: Proposals may be submitted electronically via HSD's Online Proposal Submission System at <http://web1.seattle.gov/hsd/rfi/index.aspx>.
- Hand Delivery or US Mail: The proposal packet can be hand-delivered or mailed to:

Seattle Human Services Department
RFQ Response – Coordination of Parenting and Case Management Services with
Behavioral Health and Childcare/ Afterschool/School Services for Homeless Families
with Young Children
Attn: Diane Pien

Delivery Address
700 5th Ave., 58th Floor
Seattle, WA 98124-4215

Mailing Address
P.O. Box 34215
Seattle, WA 98124-4215

II. FORMAT INSTRUCTION

- A. Proposals will be rated only on the information requested and outlined in this RFQ. Do not include a cover letter, brochures, or letters of support. Proposals that do not follow the required format will be deemed unresponsive and will **not** be rated.
- B. The proposal should be typed or word processed on double-sided, letter-sized (8 ½ x 11-inch) sheets. Please use one-inch margins, single spacing, and minimum size 12-point font.
- C. The proposal **narrative** may not exceed a total of 11 pages. Partnership letter, Budget and other required forms do not count towards the eleven-page limit.
- D. Organize your proposal and the narrative sections according to the section headings that follow. For the narrative sections, please include section titles, and number the response to each question. You do not need to rewrite the questions for specific elements of each question.
- E. Complete and attach the required forms, which can be found in Section VI, List of Attachments.

ANSWERS QUESTIONS IN SECTION III OR IN SECTION IV. DO NOT ANSWER BOTH SECTIONS.

III. PROPOSAL NARRATIVE FOR CHILDCARE/AFTERSCHOOL/SCHOOL PROVIDER AS APPLICANT AGENCY & RATING CRITERIA

If the applicant/applicant agency is a childcare, afterschool or school provider, please respond to the questions in this section. The questions in Section III are tailored to applicants that are childcare, afterschool or school providers, while the questions in Section IV are tailored to applicants that are transitional housing providers. Please make sure you are answering the appropriate set of questions.

A. Ability to Recruit & Engage Target Population: 3 sentence limit not including Attachments. 10 pts.

- 1. Complete Table 1 (see Attachment 2) for each homeless family living in transitional living housing placement (TLP) that is partnering with the agency for this project. Each TLP partner must submit a partnership letter as described in Section C 7 on page 7.

Answer Question 2 OR Question 3

- 2. **If a childcare provider is the applicant agency,** complete Table 2a for families listed in Table 1 who have preschool children ages 18 months or older in the agency's childcare program (see Attachment 3). Note: Families must live transitional housing provided by a housing partner.

- a. How many of the families in Table 2a who have a preschool child with moderate/ severe behavioral issues also have school-age child(ren) in grades K to 4th grade with moderate/ severe behavioral health issues? If there are any such families, complete Table 2b (see Attachment 3).

OR

3. *If an afterschool program or school is applicant agency*, complete Table 3a (Attachment 4) for families listed in Table 1 (Attachment 2) who have K-4th grade children in the agency's afterschool/school program (see Attachment 4). Note: Families must live in transitional housing provided by a housing partner.
 - a. How many of the families in Table 3a who have a K-4th grade child with moderate/ severe behavioral health issues also have preschool child(ren) with moderate/severe behavioral health issues? If there are any such families, complete Table 3b (see Attachment 4).
4. Estimate the number of families that will be very likely to participate in the project. Below are the eligibility requirements.

- Participating families must have one or more children ages 18 mos. – 9 yrs. (or in 4th grade) who show moderate to severe behavioral issues or emotional reactions in response to becoming homeless, and are not currently receiving behavioral health services.
- Participating families are predicted to continue living in their TLP for at least 8 months in 2013.
- At least five (5) children from all participating families must attend the agency's childcare/afterschool/school. **Failure to demonstrate the ability to meet this requirement will disqualify the applicant.**
- Data in Table 2a or 3a must show that the agency can meet these requirements.

- a. Estimate the number of siblings ages 18 mos. – 9 yrs. (or in 4th grade) who are not served by the agency but show moderate to severe behavioral issues. These siblings will be part of the project if the parents want services. List childcare/afterschool/school partners that are willing to participate in the project to serve these siblings.
- b. Estimate the number of preschool and school-age children who do not qualify for DSHS childcare/afterschool subsidies but need a subsidy. These families will receive the City of Seattle's childcare/afterschool care subsidies for low-income families, if needed.

Rating Criteria - A strong proposal meets all of the criteria listed below.

- Table 1 is complete and each TLP listed has submitted partnership letter. **Failure to submit a partnership letter from each TLP listed will disqualify the applicant.**

- Table 2a or 3a are complete, and data in Table 2a or 3a must show that the agency can meet the following requirements.
 1. Participating families must have one or more children ages 18 mos. – 9 yrs. (or in 4th grade) who show moderate to severe behavioral issues or emotional reactions in response to becoming homeless, and are not currently receiving behavioral health services.
 2. Participating families are expected to continue living in their TLP for at least 8 months in 2013.
 3. At least five (5) children from all participating families must attend at the agency's childcare/afterschool/school.
 4. **Failure to demonstrate the ability to meet these requirements will disqualify the applicant.**
- Agency has estimated the number of siblings ages 18 mos. – 9 yrs. (or in 4th grade) who are not served by the agency but show moderate to severe behavioral issues. Agency has partners to serve these children.
- Agency has estimated the number of preschool and school-age children who do not qualify for DSHS childcare/afterschool subsidies but need a subsidy.

B. Quality of Applicant's and Partners' Past Experience: 3 page limit. 20 pts.

1. Describe the linguistically-accessible case management or family support services that the applicant agency currently provides to families, including assistance in accessing DSHS and CCR child care subsidies and other support services. **This is a requirement. Failure to have existing case management or family support services will disqualify the applicant.**
2. Describe the linguistically-accessible case management/family support services that the housing partner(s) currently provides to families, including financial empowerment services, help accessing permanent housing, employment services, education, mental health, and/or substance abuse services.
3. List the applicant agency's current parenting classes/groups, if any are provided. Describe the purpose of classes/groups, frequency of these classes/groups and the average number of parents who attend these services.
 - a. Describe what parenting curriculum is used.
 - b. Describe how the parenting class or support group is culturally competent and linguistically appropriate for all parents.
 - c. Describe what the agency does to encourage parents to regularly attend current parenting classes/groups.
4. Describe the housing partner(s)' current parenting classes/groups, if any are provided. Describe the purpose of classes/groups, frequency of these classes/groups and the average number of parents who attend these services.
 - a. Describe the parenting curriculum used.

- b. Describe how the parenting class or support group is culturally competent and linguistically appropriate for all parents.
 - c. Describe what the agency does to encourage parents to regularly attend current parenting classes/groups.
5. How does the applicant agency currently help families access behavioral health services, including family therapy, child therapy?
- a. How do agency staff talk to parents about their child(ren)'s need for behavioral therapy? Be specific about how the discussion with parents has been culturally competent.
6. How does the housing partner(s) currently help families access behavioral health services, including family therapy, child therapy?
- a. How do agency staff talk to parents about their child(ren)'s need for behavioral therapy? Be specific about how the discussion with parents has been culturally competent.

Rating Criteria - A strong proposal meets all of the criteria listed below.

- Agency demonstrates current linguistically-accessible case management/family support services to parents that include assistance in accessing DSHS and CCR child care subsidies and other support services. **This is a requirement. Failure to have existing case management or family support services will disqualify the applicant.**
- Housing partner(s) provides current linguistically-accessible case management/family support services to parents that include assistance in financial empowerment services, help accessing permanent housing, employment services, education, mental health and/or substance abuse services.
- Agency demonstrates experience and success providing culturally competent and linguistically-accessible parenting classes. Agency has proven methods for promoting regular attendance at classes or groups.
- Housing partner(s) demonstrates experience and success providing culturally competent and linguistically accessible parenting services and proven methods for promoting regular attendance.
- Agency demonstrates experience and success in helping families access child and family behavioral health services using culturally appropriate methods.

C. Quality of Proposed Services: 5 page limit. 40 pts. (Partnership letters do NOT count as part of the page limit.)

- 1. Discuss how the agency staff will talk to parents about their child's(ren)'s need for behavioral therapy in light the agency's past experience talking to parents. Describe the roles of the applicant agency and the housing partner(s).

- a. Given that behavioral therapy can be a very sensitive topic for parents, discuss the specific approaches that will be used to address possible parents' concerns about behavioral therapy.
 - b. Specifically describe how the discussion with parents will be culturally competent and strength based. Describe how this topic will be approached so that parents are likely to see behavioral therapy as helpful to their child and family.
2. If the family has other child(ren) ages 18 mos. – 9 yrs. (or in 4th grade) who have moderate/severe behavioral issues that are not served by the applicant agency, how will the agency talk to parents about this sibling(s) and help parents access behavioral health services for that child?
 - a. List the childcare/afterschool/school partners who can serve these siblings, and attach partnership letter from each agency that describes the agency's specific roles and responsibilities, and commitment to allowing onsite weekly behavioral health therapy sessions.
3. Describe the proposed parenting classes/group for parents who are participating in the project.
 - a. Include the location of the classes, and describe why this location is accessible for all parents who may live in different transitional housing sites.
 - b. List the time and day of the classes as well as the frequency of classes (e.g., weekly, once a month, etc.). Parenting classes/group must be offered for a minimum of 20 instructional hours/year, excluding time for meals/socializing.
 - c. Discuss the topics to be covered and how a culturally appropriate parenting curriculum will be selected.
 - d. Describe how these classes will be culturally appropriate and linguistically accessible for the families to be served.
 - e. Describe how the classes are structured to support good attendance, including childcare, food, etc.
4. Describe the proposed supplemental, linguistically-accessible case management services
 - a. How will the applicant agency's and partner agencies' current supportive services be coordinated with the proposed childcare/school-based services, parenting services, and behavioral health services?
 - b. How will the applicant agency help support children's good attendance at school, childcare/afterschool program and behavioral health sessions?
 - c. How will the applicant agency help support siblings' good attendance at behavioral health sessions for siblings not being served by the applicant agency?
 - d. How will the applicant agency help parents access DSHS subsidy if they currently are not receiving the subsidy?
 - e. How will the applicant agency help parents who lose DSHS subsidy?
 - f. How will the applicant agency will convene and facilitate weekly or biweekly interdisciplinary meetings for all participant children with parent educator, behavioral

therapist(s), housing case manager(s), and lead teachers at agency and partner childcare/afterschool/school programs to discuss each child's progress and help ensure seamless, coordinated services for families. Include length of these meetings.

5. Describe the applicant agency's commitment to having onsite weekly 40-50 minute behavioral health therapy session for each participating child.
 - a. Describe how teachers and aides have been involved in understanding and planning this project.
 - b. Describe where the therapy will take place, in the classroom or in a separate room.
 - c. If the therapy will take place in the classroom, what is the best time for the therapist to work in the classroom 1.5 – 2.5 hours twice a week? How will the teacher structure the activities for the other children during this time to accommodate the therapy?
6. Describe the applicant agency's commitment and childcare/afterschool/school partners' commitment to having teaching staff receive technical assistance from behavioral health therapist.
 - a. How has this project been presented to teaching staff and what are their concerns?
 - b. What is the best time and what is the best way for staff to receive technical assistance?
7. Attach a letter from each transitional housing partner that describes their specific roles and responsibilities for recruitment of families, coordination of their supportive services with the project, helping families attend parenting sessions, and any other activities.
8. Describe the applicant agency's strategies for developing and maintaining a Good Neighbor Plan, starting with the following information:
 - a. Provide the name, phone number and email address of agency staff who can be contacted if there are concerns, questions, or positive feedback from the neighborhood.
 - b. List the rights and responsibilities of parents and children in receiving childcare/afterschool/school services, if already developed, or plan to develop this list.
 - c. List any existing opportunities for interaction with neighbors and neighborhood groups on community events sponsored by the agency or other projects of mutual interest, or how to develop and implement a plan to develop for these opportunities.

Rating Criteria - A strong proposal meets all of the criteria listed below.

- Agency fully describes how staff will talk to parents their child(ren)'s need for behavioral therapy and how staff will address possible parents' concerns about behavioral therapy. Agency presents evidence that discussion will likely be successful in getting parents to participate.
- Agency fully describes how staff's discussion with parents will be culturally competent, linguistically accessible and strength based.
- Agency fully describes how staff will talk to parents about siblings not served by the agency who need project services. Each childcare/afterschool/school partner who is likely to serve these siblings has submitted a detailed, appropriate partnership letter.

- Agency fully describes the parenting classes including location, time and day of the classes, and methods to encourage good attendance.
- Agency fully describes how the parenting classes will be culturally and linguistically accessible for families served, including topics to be covered and selection of culturally appropriate parenting curriculum.
- Agency fully describes proposed supplemental case management services that are linguistically accessible and coordinated with the agency's and partner agencies' current case management services to support good attendance at behavioral health services for children at the agency as well as siblings attending other childcare/afterschool/school programs. Description includes how the agency will help parents access or maintain DSHS subsidy.
- Agency fully describes how case manager will convene and lead weekly interdisciplinary team meetings that will discuss each child's progress and help ensure seamless, coordinated services for families.
- Agency and childcare/afterschool/school partners, if any, describes its strong commitment of having onsite weekly 40-50 minute behavioral health therapy session for each participating child with involvement by teachers and aides in the planning process. Realistic plan for how and where the therapy will occur, especially if the therapy must occur in the classroom.
- Agency describes its strong commitment to having teaching staff receive technical assistance from behavioral health therapist based on input from teaching staff.
- Each childcare/afterschool/school partner, if any, describes its strong commitment of having onsite weekly 40-50 minute behavioral health therapy session for each participating child with involvement by teachers and aides in the planning process. Realistic plan for how and where the therapy will occur, especially if the therapy must occur in the classroom. Each partner also describes its strong commitment to having teaching staff receive technical assistance from behavioral health therapist based on input from teaching staff.
- Partnership letters from housing and childcare/afterschool/school partners are specific and detailed and must confirm the roles of each partner as described in the proposal.
- Plan to develop agency's Good Neighbor Plan includes contact person's name and phone number who will address neighborhood concerns or questions, existing list of rights and responsibilities of parents and children receiving childcare/afterschool/school services or plan to develop this list, existing opportunities for interaction with neighbors or how a plan will be developed.

D. Key Staff Qualifications and Experience: 2 page limit not including Attachment 6. 20 pts.

1. List a detailed job description and qualifications for the person providing the supplemental case management services. If the case manager is already identified list this person's experience and skills, including experience working with homeless parents, especially parents of color that reflect the population to be served, and experience collaborating with other agencies.

- a. If the case manager has not yet been identified, describe the process for hiring a culturally competent person to fill this position.
2. List the job description and qualifications for the person conducting the parenting classes. If this person conducting the parenting classes is already identified, list this person's experience and skills, including experience providing similar services to homeless parents, especially parents of color that reflect the population to be served.
 - a. If the person has not yet been identified, describe the process for hiring a culturally competent person to fill this position.
3. Who will be the person responsible for meeting the outcomes of the contract? What is the person's position in the agency?
 - a. Will that person supervise the case manager and the parent educator? If not, who is the person who will supervise the case manager and parent educator, and what is their position in the agency?
4. Complete the Personnel and Governing Body Inventory (see Attachment 6).
5. Does the agency already participate in Safe Harbors Homeless Management Information System (HMIS)? If so, name the staff that will be entering data and the date when the person received at least the HMIS Basic Training in Safe Harbors.

Rating Criteria - A strong proposal meets all of the criteria listed below.

- Case manager's job description supplements existing duties and meets project needs.
- Case manager has the experience and skills working with homeless parents, especially parents of color that reflect the population to be served, and experience collaborating with other agencies. If person is not yet identified, agency describes realistic process for hiring an experienced, skilled, and culturally competent person.
- Parent educator is experienced, skilled and culturally competent in conducting parenting classes with parents, especially homeless parents or parents of color that reflect the population to be served. If person is not yet identified, agency describes realistic process for hiring an experienced, skilled, and culturally competent person.
- Person(s) who is responsible for meeting the outcomes of the contract and supervising the case manager and parent educator is named and has an appropriate position in the agency for supervision.
- If the agency already participates in Safe Harbors HMIS, the staff entering data is named and has completed HMIS Basic Training in Safe Harbors.

E. Budget and Fiscal Health: ½ page limit excluding attachments. 10 pts.

1. Provide the budget for the project in Attachment 7. Make sure that costs of parenting classes include childcare and food if provided, costs of floaters/substitute teachers and aides, and additional time for parent educator and housing case manager(s) to participate in interdisciplinary team meetings if necessary. Gift cards are NOT an allowable expense.

2. Provide detailed personnel information Attachment 8. Details on this form should include all positions listed in Section D.
3. Describe the agency's financial management system. How does the agency establish and maintain general accounting principles, sound accounting systems, and internal controls?
4. Describe how the agency has the capability to meet program expenses in advance of reimbursement.

Rating Criteria - A strong proposal meets all of the criteria listed below.

- Budget amounts are accurate and complete.
- Personnel detail is accurate and complete. Staffing is sufficient and does not duplicate existing staff responsibilities.
- Costs are reasonable and appropriate given the nature of the service, the target population, the proposed level of service, and the proposed outcomes.
- Agency demonstrates capacity to ensure adequate administrative and accounting procedures and controls necessary to safeguard all funds which may be awarded under the terms of this RFQ.
- Agency demonstrates a capability to meet program expenses in advance of reimbursement.

If the applicant agency is a transitional housing provider, please respond to the questions in this section. Otherwise skip to Section V—Proposal Checklist. Do NOT answer both Sections III and IV.

IV. PROPOSAL NARRATIVE FOR TRANSITIONAL HOUSING PROVIDER AS APPLICANT AGENCY & RATING CRITERIA

A. Ability to Recruit & Engage Target Population: 10 pts.

1. Complete Table 1 (see Attachment 2) for each homeless family living in each transitional living housing placement (TLP) that is part of this proposal.
2. Complete Table 4 (see Attachment 5) for families listed in Table 1 who have children ages 18 mos. – 9 yrs. (or in 4th grade) (see Attachment 5).
 - a. If the child is already in childcare, list the name and address of the childcare provider.
 - b. If the child is in school, list the name and address of the school the child attends.
3. Estimate the number of families that will be very likely to participate in the project. Below are the eligibility requirements.

- Participating families must have one or more children ages 18 mos. – 9 yrs. (or in 4th grade) who show moderate to severe behavioral issues or emotional reactions in response to becoming homeless and are not currently receiving behavioral health services.
- Participating families are predicted to continue living in their TLP for at least 8 months in 2013.
- At least five (5) children from all participating families must attend a childcare/ afterschool/school program at one of the partner providers. Partner providers must be located in close proximity so that onsite behavioral health services are time efficient.
Failure to demonstrate the ability to meet this requirement will disqualify the applicant. To meet this requirement it is recommended that TLP(s) serve 20 or more families.
- Data in Table 4 must show that the agency can meet these requirements.

- a. Estimate the number of preschool and school-age children who will participate and do not qualify for DSHS childcare/afterschool subsidies but need a subsidy. These families will receive the City of Seattle’s childcare/afterschool care subsidies for low-income families, if needed.

Rating Criteria - A strong proposal meets all of the criteria listed below.

- Table 1 is complete. If there is more than one TLP, they are in close proximity.
- Table 4 is complete, and data in Table 4 must show that the agency can meet the following requirements.
 1. Participating families must have one or more children ages 18 mos. – 9 yrs. (or in 4th grade) who show moderate to severe behavioral issues or emotional reactions in response to becoming homeless and are not currently receiving behavioral health services.
 2. Participating families are expected to continue living in their TLP for at least 8 months in 2013.
 3. At least five (5) children from all participating families must attend partner childcare/ afterschool/school programs that are in close proximity.
 4. TLP(s) serve the recommended number of 20 families.
 5. **Failure to demonstrate the ability to meet these requirements will disqualify the applicant.**
- Each partner childcare/ afterschool/school program has submitted a partnership letter.
Failure to submit a partnership letter from each partner childcare/afterschool/school program will disqualify the applicant.
- Agency has estimated the number of preschool and school-age children who do not qualify for DSHS childcare/afterschool subsidies but need a subsidy.

B. Quality of Applicant's and Partners' Past Experience: 3 page limit. 20 pts.

1. Describe the linguistically accessible case management or family support services that the applicant agency currently provides to families, including financial empowerment services, help accessing permanent housing, employment, education, mental health, and/or substance abuse services, assistance in accessing DSHS and CCR child care subsidies and any other support services. **This is a requirement. Failure to have existing case management or family support services will disqualify the applicant.**
2. Describe any linguistically-accessible case management/family support services that the childcare/afterschool/ school partner(s) currently provides to families, including helping family access basic needs, child care assistance, and support services for children.
3. Describe the applicant agency's current parenting classes/groups, if any are provided. Describe the types of classes/groups, frequency of these classes/groups and the average number of parents who attend these services.
 - a. Describe how these classes/groups are culturally competent.
 - b. Describe what the agency does to encourage parents to regularly attend current parenting classes/groups.
4. Describe the childcare/afterschool/school partners' current parenting classes/groups, if any are provided. Describe the purpose of these classes/groups, frequency of the classes/groups and the average number of parents who attend these services.
 - a. Describe the parenting curriculum used.
 - b. Describe how the parenting class or support group is culturally competent and linguistically appropriate for all parents.
 - c. Describe what the agency does to encourage parents to regularly attend current parenting classes/groups.
5. How does the applicant agency currently help families access behavioral health services, including family therapy, child therapy?
 - a. How do agency staff talk to parents about their child(ren)'s need for behavioral therapy? Be specific about how the discussion with parents has been culturally competent.
6. How do the childcare/afterschool/school partners currently help families access behavioral health services, including family therapy, child therapy?
 - a. How do agency staff talk to parents about their child(ren)'s need for behavioral therapy? Be specific about how the discussion with parents has been culturally competent.

Rating Criteria - A strong proposal meets all of the criteria listed below.

- Agency demonstrates current linguistically-accessible case management services to parents that include financial empowerment services, help accessing permanent housing, employment, education, mental health and/or abuse substance services, assistance in accessing DSHS and CCR child care subsidies and/or any other support services. **This is a requirement. Failure to have existing case management or family support services will disqualify the applicant.**
- Childcare/afterschool/school partners provides current linguistically-accessible case management/family support services to parents that include helping family access basic needs, child care assistance, and support services for children.
- Agency demonstrates experience and success providing culturally competent and linguistically accessible parenting classes and proven methods for promoting regular attendance.
- Childcare/afterschool/school partners demonstrate experience and success providing culturally competent and linguistically accessible parenting classes/groups and proven methods for promoting regular attendance.
- Agency demonstrates experience and success in helping families access child and family behavioral health services using culturally appropriate methods.

C. Quality of Proposed Services: 5 page limit. 40 pts. (Partnership letters do NOT count as part of the page limit.)

1. Discuss how the agency staff will talk to parents about their child(ren's) need for behavioral therapy in light the agency's past experience talking to parents. Describe the roles of the applicant agency and the childcare/afterschool/school partners.
 - a. Given that behavioral therapy can be a very sensitive topic for parents, discuss the specific approaches that will be used to address possible parent's concerns about behavioral therapy.
 - b. Specifically describe how the discussion with parents will be culturally competent and strength based. Describe how this topic will be approached so that parents are likely to see behavioral therapy as helpful to their child and family.
2. Describe the proposed parenting classes for parents who are participating in the project.
 - a. Include the location of the classes, and describe why this location is accessible for all parents who may live in different transitional housing sites.
 - b. List the time and day of the classes as well as the frequency of classes (e.g., weekly, once a month, etc.). Parenting classes/group must be offered for a minimum of 20 instructional hours/year, excluding time for meals/socializing.
 - c. Discuss how a culturally appropriate parenting curriculum will be selected.
 - d. Describe how these classes will be culturally appropriate and linguistically accessible for the families to be served.
 - e. Describe how the classes are structured to support good attendance, including childcare, food, etc.

3. Describe the proposed supplemental, linguistically-accessible case management services.
 - a. How will the applicant agency's and partner agencies' current linguistically-accessible supportive services be coordinated with the proposed childcare/school-based services, parenting services, and behavioral health services?
 - b. How will the applicant agency help support children's good attendance at school, childcare/afterschool program, and behavioral health sessions?
 - c. How will the applicant agency help eligible parents access DSHS subsidy if they currently are not receiving the subsidy?
 - d. How will the applicant agency help parents who lose DSHS subsidy?
 - e. How will the applicant agency will convene and facilitate weekly or biweekly interdisciplinary meetings for all participant children with parent educator, behavioral therapist(s), and lead teachers at partner childcare/afterschool/school programs to discuss each child's progress and help ensure seamless, coordinated services for families. Include length of these meetings.
4. Describe the childcare/afterschool/school partners' commitment to having onsite weekly 40-50 minute behavioral health therapy session for each participating child.
 - a. Describe how teachers and aides have been involved in understanding and planning this project.
 - b. Describe where the therapy will take place, in the classroom or in a separate room.
 - c. If the therapy will take place in the classroom, what is the best time for the therapist to work in the classroom 1.5 – 2.5 hours twice a week? How will the teacher structure the activities for the other children during this time to accommodate the therapy?
5. Describe the childcare/afterschool/school partners' commitment to having teaching staff receive technical assistance from behavioral health therapist.
 - a. How has this project been presented to teaching staff and what are their concerns?
 - b. What is the best time and what is the best way for staff to receive technical assistance?
6. Attach a letter from each childcare/afterschool/school partner that describes their specific roles and responsibilities for having onsite-behavioral health services and technical assistance for each participating child at their program, participation in interdisciplinary team meeting, coordination of their supportive services if any with the project, helping families attend parenting sessions, and any other activities.
7. If the applicant agency is applying for continuation of funding through the City of Seattle's Transitional Housing Letter of Intent, provide the same information about how the agency will develop and implement a Good Neighbor Plan. If not, describe the applicant agency's strategies for developing and maintaining a good neighbor plan, including crime prevention, policy/procedures to address neighborhood concerns, defined rights and responsibilities for clients, and opportunities for ongoing collaboration between staff, clients, neighbors and neighborhood groups on projects of mutual interest and benefit.

Rating Criteria - A strong proposal meets all of the criteria listed below.

- Agency fully describes how staff will talk to parents their child(ren)'s need for behavioral therapy and how staff will address possible parent's concerns about behavioral therapy. Agency presents evidence that discussion will likely be successful in getting parents to participate.
- Agency fully describes how staff's discussion with parents will be culturally competent, linguistically accessible and strength based.
- Agency fully describes the parenting classes including accessible location, time and day of the classes, and proven methods to encourage good attendance.
- Agency fully describes how the parenting classes will be culturally appropriate and linguistically accessible for families served, including selection of culturally appropriate parenting curriculum.
- Agency fully describes proposed supplemental case management services that are linguistically accessible and coordinated with the agency's and partner agencies' current case management services to support good attendance at behavioral health services for participating children. Description includes how the agency will help parents access or maintain DSHS subsidy.
- Agency fully describes how case manager will convene and lead weekly interdisciplinary team meetings that will discuss each child's progress and help ensure seamless, coordinated services for families.
- Each childcare/afterschool/school partner describes its strong commitment of having onsite weekly 40-50 minute behavioral health therapy session for each participating child with involvement by teachers and aides in the planning process. Realistic plan for how and where the therapy will occur, especially if the therapy must occur in the classroom.
- Each childcare/afterschool/school partner describes its strong commitment to having teaching staff receive technical assistance from behavioral health therapist based on input from teaching staff.
- Partnership letters from childcare/afterschool/school partners are specific and detailed and must confirm the roles of each partner as described in the proposal.
- Agency demonstrates the ability to create and implement a Good Neighbor Plan. Agency has a vision of and a plan for the development and implementation of meaningful opportunities for ongoing collaboration between agency staff, clients and the neighborhood.

D. Key Staff Qualifications and Experience: 2 page limit not including Attachment 6. 20 pts.

1. List a detailed job description and qualifications for the person providing the supplemental case management services. If the case manager is already identified, list this person's experience and skills, including experience working with homeless parents, especially parents of color that reflect the population to be served, and experience collaborating with other agencies.

- a. If the case manager has not yet been identified, describe the process for hiring a culturally competent person to fill this position.
2. List the job description and qualifications for the person providing the parenting services. If this person providing the parenting services is already identified, list this person's experience and skills, including experience providing similar services to homeless parents, especially parents of color that reflect the population to be served.
 - a. If the person has not yet been identified, describe the process for hiring a culturally competent person.
3. Who will be the person responsible for meeting the outcomes of the contract? What is the person's position in the agency?
 - a. Will that person supervise the case manager and the parent educator? If not, who is the person who will supervise the case manager and parent educator, and what is their position in the agency?
4. Complete the Personnel and Governing Body Inventory (see Attachment 6).
5. List the name of the staff that will be entering performance and outcome data into Safe Harbors Homeless Management Information System (HMIS), and list the date when the person received at least the HMIS Basic Training in Safe Harbors.

Rating Criteria - A strong proposal meets all of the criteria listed below.

- Case manager's job description supplements existing duties and meets project needs.
- Case manager has the experience and skills working with homeless parents, especially parents of color that reflect the population to be served, and experience collaborating with other agencies. If person is not yet identified, agency describes realistic process for hiring an experienced, skilled, and culturally competent person.
- Parent educator is experienced, skilled, and culturally competent in conducting parenting classes with parents, especially homeless parents or parents of color that reflect the population to be served. If person is not yet identified, agency describes realistic process for hiring an experienced, skilled, and culturally competent person.
- Person(s) responsible for meeting the outcomes of the contract and supervising the case manager and parent educator is named and has an appropriate position in the agency for supervision.
- Agency's board, managers, and line staff reflect the racial and ethnic composition of the participating families.
- Staff entering HMIS data is named and has completed HMIS Basic Training in Safe Harbors.

E. Budget and Fiscal Health: ½ page limit excluding attachments. 10 pts.

1. Provide budget in Attachment 7. Make sure that costs of parenting services include childcare and food if provided, costs of floaters/substitute teachers and aides, and additional time for parent educator and housing case manager(s) to participate in interdisciplinary team meetings if necessary.
2. Provide detailed personnel information in Attachment 8. Details on this form should include all positions listed in Section D.
3. Describe the agency's financial management system. How does the agency establish and maintain general accounting principles, sound accounting systems, and internal controls?
4. Describe how the agency has the capability to meet program expenses in advance of reimbursement.

Rating Criteria - A strong proposal meets all of the criteria listed below.

- Budget amounts are accurate and complete.
- Costs are reasonable and appropriate given the nature of the service, the target population, the proposed level of service, and the proposed outcomes.
- Agency demonstrates capacity to ensure adequate administrative and accounting procedures and controls necessary to safeguard all funds which may be awarded under the terms of this RFQ.
- Agency demonstrates a capability to meet program expenses in advance of reimbursement.

V. PROPOSAL CHECKLIST

A completed proposal packet must include all of the following items:

1. A completed cover sheet (Attachment 1)
2. A completed proposal narrative (see Sections II & III or IV for instructions)
3. A completed Table 1: Current Families with Children 18 months to 10 years (Attachment 2)
4. Applicant is Childcare Provider: A completed Table 2a and 2b: Current Homeless Families in Transitional Housing with Preschool Children 18+ months (Attachment 3)
5. Applicant is School or Afterschool Provider: A completed Table 3a and 3b: Current Homeless Families in Transitional Housing with K – 4th Grade Children (Attachment 4)
6. Applicant is Housing Provider: A completed Table 4a and 4b: Current Families with Children (Attachment 5)
7. A completed Personnel and Governing Body Inventory (Attachment 6)
8. A completed Budget Form (Attachment 7)
9. A completed Proposed Personnel Detail (Attachment 8)

10. A detailed partnership letter from each partner
11. Copy of 501 (c)3 designation

Incomplete proposal packets will be deemed unresponsive and will **not** be rated.

VI. LIST OF ATTACHMENTS & RELATED MATERIALS

Attachment 1	Application Cover Sheet
Attachment 2	Table 1: Current Families with Children 18 mos. - 9 yrs.
Attachment 3	Table 2a and 2a: Current Homeless Families in Transitional Housing with Preschool Children 18+ months (to be completed by Childcare Provider if Applicant agency)
Attachment 4	Table 3a and 3b: Current Homeless Families in Transitional Housing with K – 4 th Grade Children (to be completed by School or Afterschool Provider if Applicant agency)
Attachment 5	Table 4a and 4b: Current Families with Children 18 mos. – 9 yrs. with Moderate/ Severe Behavioral Issues (to be completed by Housing Provider if Applicant agency)
Attachment 6	Personnel and Governing Body Inventory
Attachment 7	Budget Form
Attachment 8	Proposed Personnel Detail
Attachment 9	Sample Evaluation Form for Parenting Classes

City of Seattle Human Services Department
Coordinated Parenting Services with Behavioral Health and Childcare/ Afterschool/School Services for
Homeless Families with Young Children Living in Transitional Housing RFQ

APPLICATION COVER SHEET

APPLICANT AGENCY INFORMATION

Applicant Agency: _____

Executive Director: _____

Agency Contact: _____

Title: _____

Email: _____

Phone: _____

UBI#: _____

Employer Identification #: _____

Seattle Business License #: _____

Type of Applicant: _____ Transitional Housing Provider

_____ Childcare/Afterschool/School Provider

PARTNERSHIP INFORMATION

Partner Agency 1: _____

Contact Person: _____

Email: _____

Phone: _____

Partner Agency 2: _____

Contact Person: _____

Email: _____

Phone: _____

Partner Agency 3: _____

Contact Person: _____

Email: _____

Phone: _____

Partner Agency 4: _____

Contact Person: _____

Email: _____

Phone: _____

Funding Amount Request: _____

Number children served: _____

Does the agency have the capacity to meet program expenses in advance of reimbursement? __Yes __No

I understand the terms and conditions of the RFQ and agree to meet city of Seattle requirements. All information provided in this proposal is true and accurate to the best of my knowledge. Proposed program design and costs shall be valid until at least December 31, 2013.

Signed

 (Agency Director or Board Chair; (not needed if sent electronically))

Date

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Coordination of Parenting & Case Management Services with Behavioral Health &
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Table 1: Current Families with Children Ages 18 mos. – 9 yrs. (or in 4th grade) in Each Transitional Living Program (TLP) that is Part of the Proposal

Name of TLP & Address	# Families w/ children 18 mo – 9 yrs. and ethnicity of families	For each family, list ages of <u>all</u> children in the family
	<input type="checkbox"/> Afri. Am families <input type="checkbox"/> Somali families <input type="checkbox"/> Ethiopian families <input type="checkbox"/> Latino families <input type="checkbox"/> White families <input type="checkbox"/> Other (list ethnicity) <input type="checkbox"/> Other (list ethnicity) <input type="checkbox"/> Other (list ethnicity)	Family 1: _____; Family 2: _____ Family 3: _____; Family 4: _____ Family 5: _____; Family 6: _____
	<input type="checkbox"/> Afri. Am families <input type="checkbox"/> Somali families <input type="checkbox"/> Ethiopian families <input type="checkbox"/> Latino families <input type="checkbox"/> White families <input type="checkbox"/> Other (list ethnicity) <input type="checkbox"/> Other (list ethnicity) <input type="checkbox"/> Other (list ethnicity)	Family 5: _____; Family 6: _____ Family 7: _____; Family 8: _____ Family 9: _____; Family 10: _____
	<input type="checkbox"/> Afri. Am families <input type="checkbox"/> Somali families <input type="checkbox"/> Ethiopian families <input type="checkbox"/> Latino families <input type="checkbox"/> White families <input type="checkbox"/> Other (list ethnicity) <input type="checkbox"/> Other (list ethnicity) <input type="checkbox"/> Other (list ethnicity)	Family 11: _____; Family 12: _____ Family 13: _____; Family 14: _____ Family 15: _____; Family 16: _____ Family 17: _____; Family 18: _____

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Coordination of Parenting & Case Management Services with Behavioral Health & Childcare/
Afterschool/School Services RFQ**

Childcare Providers as Applicant Agency Complete Table 2a (and 2b)

Table 2a: Current Homeless Families in Transitional Housing with Preschool Children 18+ mos.

Complete Table 2a for families listed in Table 1 who have preschool children ages 18 months or older in the agency's childcare program. If the number of current families do not reflect the average number of families served in the past 12 months, please complete Table 2a with the average numbers for the past 12 months.

Total # Families w/ child. 18+ mos	# child. w/ mod. behav. issues ¹ ; # families & ethnicity	# Child. w/ DSHS subsidy	# children at each TLP (transitional living placement)
	___ Afri. Am families ___ Somali families ___ Ethiopian families ___ Latino families ___ White families ___ Other (list ethnicity) ___ Other (list ethnicity) ___ Other (list ethnicity)		1. ___ children; TLP: _____ 2. ___ children; TLP: _____ 3. ___ children; TLP: _____

¹ Moderate or severe behavior issues are significant negative changes in the child's behavior after becoming homelessness. Examples include difficulty sleeping at night, regression in speech or toilet training, becoming much more fearful, markedly insecure or very easily distressed, showing moderate or severe aggression, showing hostility, depression, becoming withdrawn, frequent crying, reacting more intensely when upset.

Table 2b: Families with Both Preschool and School-age Children with Moderate/ Severe Behavioral Issues

Column two of Table 2a lists the number of preschool child with moderate/ severe behavioral issues. If any of these children have a school-age sibling(s) in grades K - 4 with moderate/ severe behavioral issues, list ages of school-age children with behavioral issues, and the school that each child attends in Table 2b.

For each family, list age(s) of K – 4 th grade sibling(s) with significant behavioral issues	Name of school(s)	Address
Family 1: _____		
Family 2: _____		
Family 3: _____		
Family 4: _____		

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Coordination of Parenting & Case Management Services with Behavioral Health &
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School or School-age Provider as Applicant Agency complete Table 3a (and 3b)

Table 3a: Current Families with K – 4th Grade Children

If the current families do not reflect the families served in the past 12 months, please complete the table with the average numbers for the past 12 months.

Total # Families w/ K – 4 th child	# child. w/ behavioral issues & # families & ethnicity	# Child. w/ DSHS subsidy	# children at each transitional housing location and name and address of location of each housing partner
	___ Afri. Am families ___ Somali families ___ Ethiopian families ___ Latino families ___ White families ___ Other (list ethnicity) ___ Other (list ethnicity) ___ Other (list ethnicity)		1. ___ children Address: _____ 2. ___ children Address: _____ 3. ___ children Address: _____

Table 3b: Families with Both Preschool and School-age Children with Moderate/ Severe Behavioral Issues

Column two of Table 3a lists the number of K-4th grade children with moderate/ severe behavioral issues. If any of these children have a preschool sibling(s) 18 months or older with moderate/ severe behavioral issues, list ages of preschool children with behavioral issues, and the childcare center if any that each child attends in Table 3b.

For each family, list age(s) of preschool sibling(s) ages 18+ mos. with significant behavioral issues	Name of child care center(s)	Address
Family 1: _____		
Family 2: _____		
Family 3: _____		
Family 4: _____		

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Transitional Housing Providers as Applicant Agency Complete Table 4a and 4b

Table 4a: Current Families with Children Ages 18 mos. – 9 yrs. with Moderate/Severe Behavioral Issues

Total # Families w/ child. 18+ mos	# child. w/ mod. behav. issues ¹ ; # families & ethnicity	# Child. w/ DSHS subsidy	# children at each childcare partner and address of partner
	___ Afri. Am families ___ Somali families ___ Ethiopian families ___ Latino families ___ White families ___ Other (list ethnicity) ___ Other (list ethnicity) ___ Other (list ethnicity)		1. ___ children; Childcare partner: _____ Address: _____ 2. ___ children; Childcare partner: _____ Address: _____ 3. ___ children; Childcare partner: _____ Address: _____ 4. ___ children; Childcare partner: _____ Address: _____

Table 4a: Current Families with Children in K-4th Grade with Moderate/Severe Behavioral Issues

Total # Families w/ K – 4 th child	# child. w/ behavioral issues & # families & ethnicity	# Child. w/ DSHS subsidy	# children at each school and # at each afterschool program partner, if any and address of afterschool partner . Indicate which schools are partners, if any.
	___ Afri. Am families ___ Somali families ___ Ethiopian families ___ Latino families ___ White families ___ Other (list ethnicity) ___ Other (list ethnicity) ___ Other (list ethnicity)		1. ___ children; School: _____ 2. ___ children; School: _____ 3. ___ children; School: _____ 4. ___ children; School: _____ 5. ___ children; Afterschool program partner: _____ Address: _____ 6. ___ children; Afterschool program partner: _____ Address: _____ 7. ___ children; Afterschool program partner: _____ Address: _____
Total number of families with at least one child with moderate/severe behavioral issues: _____			

City of Seattle Human Services Department
Coordination of Parenting & Case Management Services with Behavioral Health & Childcare/Afterschool/School Services RFQ

PERSONNEL & GOVERNING BODY INVENTORY

Applicant Name: _____

Please complete the following inventory of the agency personnel and governing board. On the ethnicity and gender data chart below, please indicate the number of employees by job categories. Provide the same information for members of the governing board in the space provided, if applicable.

Total number of personnel employed: _____ Total number of governing board, if applicable: _____

	Ethiopian/ Amharic		Eritrean/ Tigrinya		Somali		African Am.		Asian Am		Latino		Native American		White		Other Ethnicity List _____		Other Ethnicity List _____	
	M	F	M	F	M		F	M	M	F	M	F	M	F	M	F	M	F	M	F
Managerial																				
Direct Service						F														
Clerical																				
Other																				
Governing Board																				
Subtotal																				

The above information is based on personnel and governing board composition as of: _____ (date)

Submitted By: _____ Title: _____ Date: _____

City of Seattle Human Services Department
Coordination of Parenting & Case Management Services with Behavioral Health & Childcare/
Afterschool/School Services RFQ
12-MONTH BUDGET FORM

ITEM	Amount by Fund Source		
	RFQ Funds	Other Fund Source(s)	Total Project
1000 - PERSONNEL SERVICES			
1110 Salaries – Full- & Part-Time			
1300 Fringe Benefits			
SUBTOTAL – PERSONNEL SERVICES			
2000 - SUPPLIES			
2100 Office Supplies			
2200 Operating Supplies ²			
2300 Repairs & Maintenance Supplies			
SUBTOTAL – SUPPLIES			
3000 - 4000 OTHER SERVICES & CHARGES			
3100 Expert & Consultant Services			
3140 Contractual Employment (e.g., child care staff; interpreters)			
3150 Data Processing			
3210 Telephone			
3220 Postage			
3300 Agency/Staff Car Expense			
3500 Printing & Duplicating			
3600 Insurance			
3700 Public Utility Services			
3800 Repairs & Maintenance			
3900 Rentals – Buildings			
Rentals – Equipment			
4290 Other Miscellaneous Expenses ⁴			
SUBTOTAL – OTHER SERVICES & CHARGES			
TOTAL EXPENDITURES			

² Operating Supplies - Itemize below (Do Not Include Office Supplies):

Food	\$
TOTAL	\$

⁴ Other Miscellaneous Expenses - Itemize below:

	\$
TOTAL	\$

City of Seattle Human Services Department
Coordination of Parenting & Case Management Services with Behavioral Health & Childcare/ Afterschool/School Services RFQ
PROPOSED PERSONNEL DETAIL

Full-Time Equivalent (FTE) = ____/week

				Fund Sources		
Position Title	Hourly Rate	FTEs	Annual Number of Hours	RFQ Funds	Other Fund Source(s)	Total Program
Subtotal – Salaries & Wages						
Personnel Benefits:						
FICA						
Pensions/Retirement						
Industrial Insurance						
Health/Dental						
Unemployment Compensation						
Subtotal – Personnel Benefits						
Total Personnel Costs (Salaries & Benefits)						

City of Seattle Human Services Department
Coordination of Parenting & Case Management Services with Behavioral Health & Childcare/ Afterschool/School Services RFQ
Sample Evaluation Form for Parenting Classes

Circle the box to the right that best applies for each statement below:	A lot more	A little more	About the same	Didn't learn
Since coming to the Parent Education Classes,				
1. I know what to expect of children at different ages.	4	3	2	1
2. I understand how my behavior affects my child(ren).	4	3	2	1
3. I have set realistic rules and expectations for my child(ren).	4	3	2	1
4. I know ways to help my child(ren) change his or her behavior.	4	3	2	1
5. I help my child(ren) talk about and understand their feelings.	4	3	2	1
6. I find ways for my child(ren) to play with other children.	4	3	2	1
7. I help my child(ren) get along with other children.	4	3	2	1
8. I spend more time talking or doing activities with my child(ren).	4	3	2	1
9. I understand how children learn through playing.	4	3	2	1
10. I read or look at books with my child(ren).	4	3	2	1
11. I have helped my child(ren) learn a new skill, such as sharing, taking turns, setting and working towards goals.	4	3	2	1
12. I provide opportunities for my child(ren) to develop self-help skills like making a snack, putting clothes and toys away, doing age-appropriate chores.	4	3	2	1
13. I talk to teachers and other staff at my child(ren)'s childcare or school about what is happening in the classroom.	4	3	2	1
14. I have tried strategies that help me better deal with my child's behavioral issues, like my child's anger, fearfulness, sleep issues, etc.	4	3	2	1